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ABSTRACT

The Citizen Me Level Six guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of rights, liberties, and obligations of citizens, developing an awareness of outcomes identified in crime and drug education, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The guide uses discussions, rank ordering, games (Crime and Punishment Rummy), work and situation sheets, role playing, and various exercises to approach the concepts of sharing feelings, the need for rules, decisions and their effect, people in authority, code of behavior, criminal behavior, friendship and rational decision making, and ideas and consequences. The Story of Willie is used to illustrate various concepts. Using experiential methodology, the guide provides a means of implementing the present social studies requirement that decision making and critical thinking skills be developed within the existing social studies curriculum. (BRR)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Six

Jean Lantz, Ed.D.

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

Gather facts to aid in making difficult decisions involving conflict.

Clarify alternative choices and consequences in decisions to be made.

13. Use the skills of:

A. locating and organizing information.

B. Drawing inferences and tentative conclusions from data.

C. formulating and applying generalizations to new situations.

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Lesson 1

SHARING FEELINGS

Purpose: To recognize that people feel differently on some things and alike on some things; to develop an openness to sharing personal feelings; to develop feelings of self-worth

Concept: Personal beliefs; diversity of beliefs

Time: 45 minutes

Materials: Rank Order Sheet

Objective: The student will respond to a variety of value issues by indicating his personal belief on each one.

Activities

1. Values Voting

   A. Teacher: "I am going to read some questions that all begin with 'How many of you....'." If you want to answer "yes," raise you hand. If you want to answer "no," point your thumb down. If you can't decide, fold your arms. If you don't want to answer at all, just do nothing." If you really feel strongly about a question, you might even wave your hand to show a strong "yes" or move your fist up and down to show a strong "no."

   B. Questions (after students have indicated, teacher may "vote" too!)
   How many of you...

      1. Dream about being famous?
      2. Have followed a rule today?
      3. Think your parents are too strict?
      4. Have ever cheated on an exam?
      5. Would like to earn some money?
      6. Have ever had a scary dream?
      7. Like to do things with your family?
      8. Have been hurt by a friend?
      9. Would go to school if you didn't have to?
      10. Know someone who has stolen something from a store?
      11. Have done something this week that you are proud of?
      12. Have a special skill or talent that very few people know about?
      13. Are enjoying this activity?
      14. Have learned something from this activity?

   C. Teacher: "Now it's your turn to make up some questions for the class to vote on. On notebook paper, write at least one question that begins with "How many of you....", fold your paper, and be ready to hand it in when requested. Be sure that the question is appropriate to be read aloud in the classroom!"

D. After allowing time for students to construct questions, pick them up and continue "Value Voting" using their questions. (This activity may be repeated again after Activity #2 if time allows.)

2. Rank Order

A. What we have just done shows us again that different people have different values and experiences. The next activity is a little like it. However, in this activity you are going to be working alone with a pencil and worksheet.

B. Hand out Rank Order Sheet. Read aloud. Explain each item has 3 choices. There are no right or wrong answers. Just mark your first choice with a "1", and your second choice with a "2".

C. After a short time (5-10 minutes), read each question aloud, write choice on board and call on 6-8 students to share their rankings. (Remember students may "pass.") After each item, allow students to discuss their own reasons for choices if they'd like.

3. Summarize:

Ask, "What did we find out today?" Probe for:

A. "We all felt differently on some things."

B. "Other people felt like I did on some things."

C. "It feels good to know that other people feel like I do on some things."

D. "It feels good to know it's O.K. to be different sometimes."

(You may want to close by having students raise their hands, if they agree with the above statements, etc.)

RANK ORDER SHEET

(Handout 1)

1. Which is most important in a friendship?

   ____ loyalty
   ____ generosity
   ____ honesty

2. If you had children, how late would you let your 12 year old stay up on a school night?

   ____ 9 p.m.
   ____ 11 p.m.
   ____ it's up to him/her

3. Which would you <u>least</u> like as punishment?

   ____ no allowance for a month
   ____ no T.V. for a month
   ____ being grounded for a month

4. When you worry about a test grade, what do you think about most?

   ____ yourself
   ____ your parents
   ____ pleasing the teacher

5. How do you have the most fun?

   ____ alone
   ____ with a large group
   ____ with a few friends

Lesson 2

RULES, RULES, RULES

Purpose: To recognize that rules are made for certain groups of people in certain environments

Concepts: Home rules, school rules, sports rules, traffic rules

Materials: Transparency "Rules of Behavior"

Objective: The student will differentiate between home rules, school rules, sports rules, and traffic rules.

Activities

1. Grouping into Categories

   A. Show transparency. Ask, "Do you think you might see this list of rules anywhere? Why or why not?

   B. Ask, "Which of these seem to go together because they are alike in some way? How are they alike?"

   C. Write suggested groupings on board or at bottom of transparency.

      Example: 1, 5, 9 (Home)
      2, 4, 7 (School)
      3, 8 (Sports)
      6, 10 (Traffic)

2. Adding to the Categories

   A. Ask, "What are some other rules that might be added to our group of "home rules?" (Stop after 2 or 3)

   B. "To our school rules?;" "traffic rules;" "sports rules?"

3. Group Brainstorming

   A. Divide class into 4 or more groups. Assign each group a certain environment for which to make up rules. (Home, School, Sports, Traffic) Ask each group to list 5-10 rules for their environment.

   B. Feedback - Have one member of each group read the group list to the rest of the class.

   C. Allow time for discussion of rules by groups.

4. Summarize:

   Ask: How are these rules alike?

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Evaluation

Activity #3 may be used as an evaluation activity.

Follow-up Activity

Assign other environments and solicit possible rules for these new environments such as "swimming pool area," "movie theatre," "playground," etc.

RULES OF BEHAVIOR

1. No yelling at the dinner table.
2. Books must be returned in ten days.
3. No hitting below the belt.
4. No running in the halls.
5. Be home before dark.
6. No parking - fire zone.
7. No street shoes on gym floor.
8. Three strikes - you're out.
9. Brush teeth after breakfast.
10. Stop at red light.

Lesson 3

Decisions and Their Effects

Purpose: To recognize that some decisions affect other people

Concepts: Personal decisions, effects of decisions

Materials: Transparency - "Decisions, Decisions"
"Personal Decisions" Handout

Objective: Given examples of individual decisions, students will be able to describe ways those decisions may affect other people.

Activities

1. Transparency "Decisions, Decisions"

   A. Introduction: "We all make decisions every day. Some of our decisions only affect us, but some of our decisions have an effect on other people."

   B. Show transparency. "This transparency lists several different decisions. Try to figure out which ones might have an effect on other people."

   C. Ask, "Which decisions might affect other people?" "How?" (Caution - These are open-ended questions! Accept any reasonable answer.)

   D. Ask, "Which decisions might be considered good ideas? Bad ideas? Why? (Again, these are open-ended. Most require more information before a valid determination can be made. However, accept reasonable explanations.)

2. "Personal Decision" Handout

   A. Distribute handout. Ask students to think of an example of a decision they have made recently and list in the left hand column. Next, have them try to decide how that decision affects them and/or other people. (Example: To drop out of after school football; to do homework right after school; etc.)

   B. Invite (but do not demand) students to share items from their lists. Probe with "Are there any other completely different decisions listed?" Also, "Are there other people this decision might affect?"

Evaluation

Activity #2 may be used as an evaluation activity.

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Follow Up Activity

Ask students to write a short story or draw a short cartoon sequence entitled, "The most Important Decision In My Life." Tell them that it can be about one they have already made or one they might make in the future.

TRANSPARENCY

"DECISIONS, DECISIONS"

A. A BOY DECIDES TO WEAR A BLUE SHIRT.

B. A TEACHER DECIDES TO BUY A STATION WAGON.

C. A PARENT DECIDES THERE WILL BE NO TV UNTIL AFTER DINNER.

D. A GIRL DECIDES TO TAKE A CANDY BAR FROM A STORE WITHOUT PAYING.

E. A TEACHER DECIDES THE ROOM MUST BE CLEANED UP BEFORE LUNCH.

F. A DRIVER DECIDES TO RUN A RED LIGHT.

G. A BOY DECIDES TO BABYSIT WHILE HIS PARENT GOES TO THE GROCERY STORE.

H. A GIRL DECIDES TO QUIT RUNNING AROUND WITH SOMEONE WHO IS ALWAYS GETTING INTO TROUBLE.

PERSONAL DECISIONS

DECISIONS	EFFECTS

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Lesson 4

PEOPLE IN AUTHORITY

Purpose: To recognize that some people have the right to make group rules or regulations to insure a safe and orderly environment

Concepts: Authority (the right or power to make decisions which affect others)

Materials: Transparency "People in Authority"
Matching Exercise

Objectives: Students will be able to match ten job titles with the environment over which each has the right to make group rules and regulations.

Activities

1. Large Group Discussion

   A. Ask, "What might happen if an all star game were played without an umpire?" (No one to say whether "out" or "safe," whether a "ball" or "strike," etc.)

   B. "What might happen if no one assigned times for people to go to the school cafeteria for lunch?" (And everyone got hungry at the same time, etc.)

   C. "Have you ever been in a situation where things just seemed to get out of hand and you wished that someone would come along to straighten things out? When?" (Hopefully students will come up with examples from their own experience - no teacher around, no parents, etc.) Probe for "confusion," "disagreements," "fights," etc.

   D. Say, "Whenever groups of people are together - particularly a large group of people - then we usually need someone around who can make some decisions for the whole group to prevent disagreements and confusion. Someone is usually given the authority or power to make group rules or regulations.

2. Show Transparency "People in Authority."

   A. "This is a list of some job titles used for people in authority. Each one has authority over just a certain group of people or a certain situation. Do you know what that might be for each one?"

   B. Take the list one at a time. Have students guess and then clarify if necessary.

      (1) Umpire - A person who has the authority to decide on plays in a sports event; an umpire in a sports event has final authority in conducting a game.

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(2) Principal - The chief authority in a school; the principal makes rules to help keep the school orderly, safe and fair. The principal is responsible for the whole school including the teachers, the students, the cafeteria workers, bus drivers, custodians, and even anyone visiting the school.

(3) Store Manager - The chief authority in a store; he or she can make rules about what people can wear in the store, whether or not people can write a check for their purchases, or whether or not people can return items. The store manager makes rules to make sure the store is orderly, safe, and fair.

(4) Teacher - Chief authority in a classroom and/or for a group of students; particularly responsible for the group of students assigned to him or her and somewhat responsible for all students in a school.

(5) Parent - Chief authority in a family; responsible for his or her own children and to make rules to ensure their safety and welfare until they are old enough to be responsible for themselves. Sometimes a parent is given responsibility for other people's children too.

(6) Team Coach - Chief authority for a sports team; makes rules to ensure the safety and welfare of a team of players; has the power to punish or expel players who do not follow the rules.

(7) Foreman - A person in authority over a group of workers or a particular section of a plant; a foreman makes regulations which keep the workers safe and the job moving smoothly.

(8) Mayor - This person has authority over everyone in a city, the mayor is responsible for a safe, orderly city which includes authority to hire police officers and fire fighters needed to keep the city safe and orderly.

(9) School Patrol - A person who has authority over people in traffic areas near the school. The school patrol is responsible for the safety and order of the people walking or riding near the school crosswalk.

(10) Babysitter - A person who has temporary authority over one or more children when their parents are away; a babysitter has the right to make rules that help keep the children safe and orderly.

C. Summarize

Thinking back over what we have said about these jobs, in what ways are they all alike?"
(Have the power or authority to make group rules or regulations; responsible for keeping people safe and orderly; perform a service people need; prevent arguments and confusion, etc.)

Evaluation

Matching Exercise Handout (omit for advanced students)

Follow-Up Activity

Make a chart of other authority figures.

Authority	People To Be Protected	Rules That Could Be Made

Transparency

PEOPLE IN AUTHORITY

AN UMPIRE

A SCHOOL PRINCIPAL

A STORE MANAGER

A TEACHER

A PARENT

A TEAM COACH

A FOREMAN

A MAYOR

A SCHOOL PATROL

A BABYSITTER

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PEOPLE IN AUTHORITY

(Matching Exercise)

___1.	One group of students	A.	An umpire
___2.	Players on one team	B.	A school principal
___3.	All actions in a game	C.	A store manager
___4.	All people in a school	D.	A teacher
___5.	All people in a store	E.	Babysitter
___6.	A group of workers on a particular job	F.	A parent
___7.	Everyone in a city	G.	A team coach
___8.	His or her own children	H.	A school patrol
___9.	People at a school crosswalk	I.	A foreman
___10.	Other people's children or babies for a temporary period	J.	A Mayor

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Lesson 5

PEOPLE IN AUTHORITY ROLE PLAY

Purpose: To help students empathize with the role of authorities; to help students recognize that rules are made to help people feel safe and orderly

Concepts: Responsibility, authority, decisions, consequences

Materials:
Role Play Cards
Chalkboard and Chalk
Evaluation Exercise Handout

Objectives:
1. Be able to list negative feelings possible in situation without rules
2. Be able to list reasons rules are made

Activities

1. Introduce Lesson

   Explain that students are going to work in small groups to develop a skit about a situation described on cards that they will receive. There are five different situations so each group will be making up a different skit."

2. Small Group Activity

   A. Divide class into 5 groups and give each group a different role card.

   B. Get groups started and supervise to keep on task.

3. Skit Presentations

   A. Supervise group presentations one by one. (Each group should read role card aloud, dramatize no rules; dramatize use of rules)

   B. After each presentation, ask:

      (1) "How do you think the people in the situation felt when there were no rules?" (Probe for "afraid," "confused," "mad," etc.)

      (2) "How did rules help the situation?"

4. Summarize

   Ask: "Thinking back over the skits we have just seen, what might you say generally about the effect of rules? The need for authorities?

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Optional Activities

1. Exchange cards. Allow groups to discuss and plan a skit for a different situation.

2. Ask students to come up with a new situation similar to those in the role cards. Ask them to think of situations in which confusion, arguments, or accidents might occur without rules.

Evaluation

Distribute handout of the two open-ended questions. Tell students they may discuss these with others if they'd like, but that their final papers should be only what they themselves truly believe. (Answers should reflect achievement of objectives.)

Follow-Up Activity

Ask students to keep a record of situations in which confusion, arguments, or accidents occur. On a class chart, record whether these situations were caused by a lack of rules, or by people not following existing rules, or something else.

Problem Situation	Causes		
	Rules Needed	Rules Followed	Other

ROLE CARDS - LESSON 5

SITUATION I - LITTLE LEAGUE

You have been asked to serve as a Little League coach. You now have the power and authority to make rules and regulations for the team. What rules might you make?

Group Task

1. Discuss rules that might be made.
2. Make a list of these.
3. Plan a skit to show what the team might be like without rules.
4. Plan a second skit to show how rules could help.

SITUATION II - SCHOOL CARNIVAL

You have been asked to serve as class manager of the ring toss booth at the school carnival. You have the responsibility of supervising the collecting of the money and the people who pay to play the game. What rules might you make?

Group Task

1. Make a list of rules that might be made.
2. Plan a skit to show what the booth might be like without rules.
3. Plan a second skit to show how rules could help.

SITUATION III - SUMMER CAMP

You have been asked to serve as a counselor at a summer camp. You are assigned to take a group of second-graders on a hike through the woods. What rules might you make?

Group Task

1. Make a list of rules that might be made.
2. Plan a skit to show what the hike might be like without rules.
3. Plan a second skit to show how rules could help.

SITUATION IV - SWIMMING POOL

You have been left in charge of a group of children playing in a neighborhood swimming pool. What rules might you make?

Group Task

1. Make a list of rules that might be made.
2. Plan a skit to show what the swimming pool might be like without rules.
3. Plan a second skit to show how rules could help.

SITUATION V - SKATING RINK

You have been asked to take a group of younger children to a neighborhood skating rink for the afternoon. What rules might you make?

Group Task

1. Make a list of rules that might be made.
2. Plan a skit to show what the afternoon might be like without rules.
3. Plan a second skit to show how rules could help.

LESSON 5

EVALUATION EXERCISE

1. Without any rules at all, people sometimes feel:

2. Authorities usually make rules because:

Lesson 6

CODE OF BEHAVIOR

Purpose: To recognize that there are some beliefs all or most people share about right and wrong behavior

Concepts: Code, Principle

Time: 45 minutes

Materials: Transparency

Objectives:

1. The student will recognize two familiar principles as very old laws.
2. The student will participate in a group to develop a "Code of Behavior."

Activities

1. Introduction

   A. Ask, "Do you remember the activity in an earlier lesson where you raised your hands for 'yes' and went 'thumbs down" for 'no'? Well, I have some more questions for you.

   B. Voting ("How many of you...")

      1. Think it's O.K. for a big kid to take advantage of a little kid?
      2. Think it's O.K. to steal things?
      3. "Think people should be free to make as much noise as they want anytime they want to?"
      4. "Think people should always tell the truth?"
      5. "Think people should tell the truth only when it's about something important?"
      6. "Think people should never criticize others?"
      7. "Think people should criticize others if they need it?"
      8. "Think it's O.K. to keep the change if a store clerk accidentally hands back more than a person is supposed to get?"
      9. "Think all people should be treated with respect even if they are different from you?"
      10. "Think that a person should try to get by with doing as little as possible when hired to do a job?"

2. Transparency

   A. Show transparency

   B. Explain: These two ideas have been around for thousands of years. It seems that whenever or wherever people have lived, they have found that these were good principles to follow. The first one is from a set of laws written by an ancient leader named Hammurabi. Notice it is from the

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Hammurabi code, which means a whole system of laws. The second one is from the Bible. Both of these are still a part of our laws today.

3. Group Work

A. Teacher: "Your assignment today is to work in groups to develop a group Code of Behavior, a list of principles that would help people live together peacefully. Try to make rules that you think would be good for everyone to live by - whether young or old, rich or poor. You may want to start with the two we just talked about."

B. Assign students to groups of 4-6, have them select a recorder to make a list on notebook paper for their group. Title their list with the recorder's name such as: Code of Behavior (John's Group).

C. When each group has come up with at least five more rules, direct the recorder to transfer them to a sheet of butcher paper (or large poster board). Display all group lists on bulletin board or chalk rail, etc.
Note: If some groups are "slow starters," you might help them along with suggestions such as:
Tell the truth.
Don't start fights.
Keep promises, etc.

4. Comparing Lists

A. Ask a member of each group to read his/her list aloud.
B. Ask, "Are there some principles that are listed in almost every code?"

C. "Which of these might be so important that the government should make them into law and try to make everyone obey them?" (As students guess, teacher accepts each guess with "yes, that might be a law" but does not indicate to students whether or not it actually is a law).

5. Concluding

"In our next lesson, you'll find out some of the behaviors that our government considers so important that they have been made into law."

Evaluation

List two principles or laws that have been around for thousands of years, and explain them in your own words. Tell how they apply to you.

Follow-Up Activity

Draw a picture or write a story about what our lives might be like if everyone followed the Code of Behavior that was developed by their group.

Transparency

"THE STRONG SHALL NOT INJURE THE WEAK."

....Hammurabi Code, 1900 B.C.

"THOU SHALT NOT STEAL."

...Ten Commandments of Moses, 1200 B.C.

Lesson 7

CRIMINAL BEHAVIOR

Purpose: To become familiar with eight different criminal behaviors

Concepts: Arson, assault, burglary, criminal mischief, disorderly conduct, murder, robbery, theft, seriousness of a crime

Time: 45 minutes

Materials:
1. Transparency - Criminal Offenses
2. Transparency - Ranking of Criminal Offenses
3. Handout: Ranking of Criminal Offenses

Objectives:
1. Students will be able to list and define eight crimes
2. Students will recognize that some crimes are more serious than others.

Activities

1. Introduction

"In our last lesson, we made up some Codes of Behavior. In this lesson we'll study some behaviors that our government authorities consider so wrong that they have made up laws about them. The laws are in a book called our "Penal Code" so everyone will know just exactly what behaviors are considered crimes.

2. Transparency, Criminal Offenses - Discussion

   A. Read the information on the transparency aloud..

   B. Ask, "Are some of these similar to anything you have on your group Codes of Behavior? Which ones?"

   C. Ask, "Do some of these seem more serious than others? Which ones?"

3. Group Work

   A. Assign task - "Your task today is to rank each of these crimes in terms of its seriousness. Use the number '6' to show the most serious crimes and the number '1' to indicate crimes you consider least serious (with the numbers 2-5 for those in-between). Your group may not be able to agree on the rankings. That's O.K. - just put the number that most group members think it should be. Later we'll see how Texas law ranks these crimes." Handout - Ranking of Criminal Offenses.

   B. Allow groups time to work (15-20 minutes).

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4. Feedback/Summary

   A. Show Transparency of Criminal Offenses. Taking each crime in order, ask groups to call out their ranking. Tally each groups ranking on transparency.

   B. Ask "Which criminal offenses did our class consider most serious? Which offenses were hard to rank? Why?"

   C. Say, "In the next lesson, we'll find out how our class rankings compare with Texas legal rankings and how Texas law handles those offenses we found hard to rank."

Evaluation

1. On a matching test giving crime names in one column and eight definitions in another, students will correctly match 6 of the 8.

   or

2. Given the definitions of eight crimes, students will be able to name the crime.

CRIMINAL OFFENSES

To insure the public safety, the following behavior are considered to be "criminal offense." (Texas Penal Code, 1977)

ARSON
To start a fire on purpose that injures someone or someone's property

ASSAULT
To hurt someone on purpose or to threaten to hurt someone

BURGLARY
To enter a house, building, automobile, or vending machine without permission and for the purpose of stealing something

CRIMINAL MISCHIEF (VANDALISM)
To damage someone else's property on purpose

DISORDERLY CONDUCT
To disturb others in a public place

MURDER
To cause the death of someone

ROBBERY
To threaten to hurt someone when stealing something or to carry a weapon when stealing something

THEFT
To steal something; to take something that does not belong to you

RANKING OF CRIMINAL OFFENSES

To insure the public safety, the following behaviors are considered to be "criminal offenses."

Slightly serious — Very serious

1 2 3 4 5 6 ARSON
To start a fire on purpose that injures someone or someone's property.

1 2 3 4 5 6 ASSAULT
To hurt someone on purpose or to threaten to hurt someone

1 2 3 4 5 6 BURGLARY
To enter a house, building, automobile, or vending machine without permission and for the purpose of stealing something

1 2 3 4 5 6 CRIMINAL MISCHIEF (VANDALISM)
To damage someone else's property on purpose

1 2 3 4 5 6 DISORDERLY CONDUCT
To disturb others in a public place

1 2 3 4 5 6 MURDER
To cause the death of someone

1 2 3 4 5 6 ROBBERY
To threaten to hurt someone when stealing something or to carry a weapon when stealing something

1 2 3 4 5 6 THEFT
To steal something; to take something that does not belong to you

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EVALUATION SHEET

Lesson 7

___	ASSAULT	A. To start a fire on purpose that injures someone or someone's property
___	BURGLARY	B. To hurt someone on purpose or to threaten to hurt someone
___	MURDER	C. To enter a house, building, automobile, or vending machine without permission and for the purpose of stealing something
___	THEFT	D. To damage someone else's property on purpose
___	ARSON	E. To disturb others in a public place
___	DISORDERLY CONDUCT	F. To cause the death of someone
___	ROBBERY	G. To threaten to hurt someone when stealing something or to carry a weapon when stealing something
___	CRIMINAL	H. To steal something; to take something that does not belong to you

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Lesson 8

THAT'S AGAINST THE LAW!

Purpose: To become familiar with how 36 offenses are categorized in the Texas Penal Code and how four juvenile status offenses are categorized in the Texas Family Code.

Concepts: Felony, misdemeanor, degree, class, status offense, prison, jail, fine, probation, detention.

Time: 45-60 minutes - 2 class periods

Materials: Transparency , Forty Offenses Chart
"That's Against the Law"

Objectives:

1. Students will be able to read a chart to find out how a specific offense is categorized by law.
2. Given a specific offense, the student will be able to deter mine what possible penalties might be imposed by law on a person who commits the offense.

Activities

1. Introduction:

   "In our last lesson, we found out some of the behaviors which are considered "criminal offenses" and we ranked these according to how serious we thought they were. Today we're going to find out how they really are ranked according to Texas law."

2. Transparency - Forty Offenses Chart

   A. Project Transparency . Explain that this chart shows how some specific behaviors are categorized by our law. Notice that the top part of the chart shows how the offense is classed and the bottom part shows what possible penalties might result. The column on the far right shows some behaviors called "status offenses" that are against the law only if a person is under 17 years old.

   B. You may want to explain that this chart applies only to first time offenders. The second offense is considered more serious.

   C. If students want to know the difference between probation and detention, you might explain that "probation" is when a person accused of a crime has been temporarily released by the police and detention means that the person is actually detained in a juvenile jail facility. (There is more detail on this in later lessons.)

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3. Worksheet "That's Against the Law"

A. Distribute the Worksheet. Direct students to work in the same groups they were in for Lesson 3 to discuss the questions and possible answers. (Suggestion - each student may be responsible for completing his/her own worksheet during or after group discussion.)

B. Circulate among groups. Allow time for all groups to complete Parts I and II. Students may need particular help with Part II. You may want to do an example on board.

4. Feedback/Conclusion

A. Go over the Worksheet aloud.

Part I - Locating Information Answers

(1) Arson (with injury), Murder, Burglary (private residence), Burglary (with injury), Burglary (with weapon), Robbery (with weapon).

(2) 5-99 years in prison

(3) Any of the following - Assault (with injury), Theft (value $20-200), Burglary (coin machine), Criminal Mischief (damage $20-200), Possession of Dangerous Drugs (2-4 oz. marijuana), Trespass.

(4) Up to 12 months in jail and/or a fine up to $2,000.

(5) Truancy, Runaway, Use of Liquor, Sniffing.

(6) 12 months in jail and $2,000 fine (Burglary of a coin machine)

(7) Criminal Mischief; Class A Misdemeanor; 12 months in jail plus fine.

Part II

Comparing Rankings (will vary from group to group)

Part III

Questions to Discuss (will vary, some won't complete)

B. Conclude:

In our next lesson we will play a game using this chart and in later lessons we will be investigating how the law works in relation to those last questions you discussed.

Evaluation

Part I of the Worksheet may serve as an evaluation of the objectives for this lesson. In addition, similar items could be constructed.

Follow-Up Options

1. Students could be encouraged to look through newspapers to find any reports of the offenses mentioned.

1. Invite a criminal attorney or judge of a criminal court to visit your class.

Note: Prior to initiating the next lesson (a game), you may want to select six students to play the game a day in advance. These six may then serve as game leaders the next day.

WORKSHEET - THAT'S AGAINST THE LAW

I. Locating Information on the Chart

A. What offenses are considered by law to be so serious as to be classed as FIRST DEGREE FELONIES?

_____ _____

_____ _____

_____ _____

B. What penalty is listed for a First Degree Felony?

_____

C. Name two offenses considered by law as Class A Misdemeanors.

_____ _____

D. What penalty is listed for a Class A Misdemeanor?

_____

E. What behaviors are considered juvenile status offenses?

_____ _____

_____ _____

F. What is the maximum jail penalty for breaking into a vending machine?

_____

G. If someone purposely broke a window that could cost $25.00 to repair or replace, what offense was committed?

_____ How is the offense categorized?

_____

_____ What penalty could be given?

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II. Comparing the Legal Rankings with Our Group Rankings.

Compare the legal ranking of the following offenses with the way your group ranked the offense in Lesson 7. For each offense listed determine whether your group ranked it as more or less serious than the actual law.

Our group thought it was:

ARSON

more serious about the same less serious

ASSAULT

more serious about the same less serious

BURGLARY

more serious about the same less serious

CRIMINAL MISCHIEF

more serious about the same less serious

DISORDERLY CONDUCT

more serious about the same less serious

MURDER

more serious about the same less serious

ROBBERY

more serious about the same less serious

THEFT

more serious about the same less serious

III. QUESTIONS TO DISCUSS IN YOUR GROUP

A. Who do you think should decide whether a person has really committed an offense?

B. If a person has committed an offense, who do you think should decide what penalty that person should get?

C. Do you think there should be special laws that apply only to children under 17? Why or why not?

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CLASS	FELONY			MISDEMEANOR			STATUS
	1st Degree	2nd Degree	3rd Degree	Class A	Class B	Class C	Juvenile
OFFENSE 49	ARSON (with injury)	ARSON (with property damage)	ASSAULT (with serious injury)	ASSAULT (with injury)	HARASSMENT (purposely annoying someone by phone or letter)	ASSAULT (threat or bodily contact)	TRUANCY (missing school without excuse)
	MURDER	THEFT ($10,000 or more)	THEFT ($200-10,000)	THEFT ($20-200)	THEFT ($5-20)	THEFT (less than $5)	RUNAWAY (leaving home without permission)
	BURGLARY (private residence)	BURGLARY (building)	BURGLARY (vehicle)	BURGLARY (coin machine)	DISORDERLY CONDUCT (displays, deadly weapon in public)	DISORDERLY CONDUCT (loud language or fighting in public)	
	BURGLARY (with injury)	CRIMINAL MISCHIEF (damage $10,000 or more)	CRIMINAL MISCHIEF (damage $200-10,000)	CRIMINAL MISCHIEF (damage $20-200)	CRIMINAL MISCHIEF (damage $5-20)	CRIMINAL MISCHIEF (damage less than $5)	USE OF LIQUOR
	BURGLARY (with weapon)	POSSESSION OF DANG. DRUGS (L.S.D., Heroin)	POSSESSION OF DANG. DRUGS (more than 4 oz. marijuana)	POSSESSION OF DANG. DRUGS (2-4 oz. marijuana)	POSSESSION OF DANG. DRUGS (less than 2 oz. marijuana)	PUBLIC INTOXICATION (danger to others or self when drunk in public place)	
	ROBBERY (with weapon)	ROBBERY (with threat of injury)	AUTO THEFT (taking car without permission)	TRESPASS (being in or on someone's property without permission)	RIOT (7 or more people create a danger)	HOT CHECK (writing check without permission)	SNIFFING (glue, etc.)
PENALTY	5-99 yrs. PRISON	2-20 yrs. PRISON (fine to $10,000)	2-10 yrs. PRISON (fine to $5,000)	Up to 12 mos. JAIL (fine to $2,000)	Up to 6 mos. JAIL (fine to $1,000)	FINE (to $200)	PROBATION DETENTION

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Lesson 9

CRIME AND PUNISHMENT RUMMY

Purpose: To practice categorizing offenses by class and penalty

Concepts: Same as Lesson 8

Time: 2 class periods (approximately 90 minutes)

Materials: For each group of 4-6 students - one special card deck, one sheet of directions, one copy of Handout, Forty Offenses

Objectives: Students will be able to sort cards to match an offense with its appropriate class and penalty by following rules of a game.

Activities

1. Introduction

   A. Tell students they are going to play a card game today that depends on their ability to match certain offenses with their appropriate classes and penalties. Show them a deck of game cards and a sample offense card, penalty card, and class card.

   B. Put them into groups of 4-6 and distribute a card deck, a direction sheet, and a copy of Forty Offenses (from Lesson 8).

C. Go over the Direction Sheet aloud. Answer questions. Supervise the start of game (selecting a dealer, shuffling cards, dealing 11 cards to each player). Help students arrange cards into "books" or partial "books" if needed. Show them how to use Handout, Forty Offenses to check "books," etc.

2. Play game

   Teacher supervises and helps particularly as "Scoring Time" develops. (Note: As with any new game, the first time through will be cumbersome. Have patience!)

3. Collect materials

4. Summarize/Closure

   Ask, "What are some things you learned through playing this game?" (Accept any reasonable answer.)

Evaluation

1. As students learn to make appropriate "books," the objective for this lesson will have been achieved.

2. Ask students to list a specific offense then its legal class and possible penalty.

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Follow-Up:

1. Ask students to write a short story about someone committing one of the offenses and what might then happen to them.

2. Ask students to draw a cartoon strip depicting an offense being committed with the penalty shown in the last frame.

MATERIALS NEEDED FOR LESSON 9

Card Deck — 82 cards

40 "offense cards" (one for each on chart)
21 "class cards" (three for each on chart)
21 "penalty cards" (three for each on chart)

Direction Sheet: See Attached

CRIME AND PUNISHMENT RUMMY

DIRECTION SHEET

Playing the Game

1. All players sit in a circle. Select someone in your group to be "dealer."

2. Dealer shuffles the cards and deals out 11 cards to each player (face down). Dealer places the remaining cards face down in the center of the circle.

3. All players look at their cards and try to match them into "books" of 3 showing an "offense" with its appropriate "class" and "penalty." (For instance, a "Murder" card would be matched with a "First Degree Felony" card and a "5-99 years" card to form a book.)

4. Each player then decides on 2 cards he/she does not want to keep and passes them face down to the player on his/her left. Each player must pass two cards on each play.

5. Each player then picks up the "new" cards on his/her right and tries to fit them into more "books" with the cards in his/her hand. (The dealer draws his/her "new" cards from the deck in the middle. The person on the dealer's right makes a new stack which is used only if the first stack is used up.)

6. The play continues until someone "Rummies" by having 3 complete books after passing two cards.

Winning and Scoring

1. When someone has exactly 3 books in his/her hand after passing his/her two cards, he shouts "Rummy" and all play stops.

2. The dealer then checks the winner's hand for accuracy. Winner shows hand to whole group and the Offense Chart (Handout) is used to check each book. If some "books" are inaccurate, play continues. If all 3 books are accurate, then scoring begins.

3. Scoring

   A. The dealer keeps the score sheet. As the dealer changes, the score sheet moves from dealer to dealer.

   B. Each player gets 3 points for each correct book in his/her hand at the time someone shouts "Rummy." A correct "Rummy" hand always scores 9 points. Other possible scores are 6 (2 books), 3 (1 book), or 0 (no books).

   C. A sample score sheet might look like this:

John	Mario	Tracy	Carmen	Willie	Joan
0	3	0	9	6	6

D. The dealer is responsible for checking all books for accuracy.

4. If time permits, the "deal" moves to the left. Cards are shuffled again and a new game begins.

ARSON

(With Injury)

ARSON

(With Property Damage)

ASSAULT

(With Serious Injury

ASSAULT

(With Injury)

55

HARASSMENT

(Purposely annoying someone by phone or letter)

49

ASSAULT

(Threat or bodily contact)

MURDER

THEFT

($10,000 or more)

50

THEFT

($200 - $10,000)

THEFT

($20 - $200)

THEFT

($5.00 - $20.00)

THEFT

(Less Than $5.00)

57

BURGLARY

(Private Residence)

51

BURGLARY

(Building)

BURGLARY

(Vehicle)

BURGLARY

(Coin Machine)

52

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DISORDERLY CONDUCT

(Displays deadly weapon in public)

DISORDERLY CONDUCT

(Loud Language in Public)

BURGLARY

(With Injury)

CRIMINAL MISCHIEF

(Damage $10,000 or more)

69

CRIMINAL MISCHIEF

(Damage $200 - $10,000

53

CRIMINAL MISCHIEF

(Damage $20 - $200)

CRIMINAL MISCHIEF

(Damage $5.00 - $20.00)

CRIMINAL MISCHIEF

(Damage less than $5.00)

51

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BURGLARY

(With Injury)

POSSESSION OF
DANGEROUS DRUGS

(L.S.D., Heroin)

POSSESSION OF
DANGEROUS DRUGS

(More Than 4 oz. Marijuana)

POSSESSION OF
DANGEROUS DRUGS

(2-4 oz. Marijuana)

61

POSSESSION OF
DANGEROUS DRUGS

(Less Than 2 oz. Marijuana)

55

PUBLIC INTOXICATION

(Danger To Others Or Self
When In Public Place)

ROBBERY

(With Weapon)

ROBBERY

(With Threat Of Injury)

56

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AUTO THEFT

(Taking Car Without Permission)

TRESPASS

(Being In Or On Someone's Property Without Permission)

RIOT

(7 Or More People Create A Danger)

HOT CHECK

(Writing Check Without Permission)

63

TRUANCY

(Missing School Without Excuse)

57

RUNAWAY

(Leaving Home Without Permission)

USE OF

LIQUOR

SNIFFING

(Glue, etc.)

58

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3rd DEGREE FELONY	CLASS A MISDEMEANOR	CLASS A MISDEMEANOR	CLASS A MISDEMEANOR
CLASS B MISDEMEANOR	CLASS B MISDEMEANOR	CLASS B MISDEMEANOR	CLASS C MISDEMEANOR

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1st DEGREE FELONY

1st DEGREE FELONY

1st DEGREE FELONY

2nd DEGREE FELONY

2nd DEGREE FELONY

61

2nd DEGREE FELONY

2nd DEGREE FELONY

2nd DEGREE FELONY

3rd DEGREE FELONY

62

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CLASS C
MISDEMEANOR

CLASS C
MISDEMEANOR

JUVENILE

JUVENILE

69

JUVENILE

63

64

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2-20 Years
PRISON
(Fine To $10,000)

2-20 Years
PRISON
(Fine To $10,000)

2-20 Years
PRISON
(Fine To $10,000)

2-10 Years
PRISON
(Fine To $5,000)

2-10 Years
PRISON
(Fine To $5,000)

2-10 Year
PRISON
(Fine to $5,000)

Up To 12 Months
JAIL
(Fine To $2,000)

Up To 12 Months
JAIL
Fine To $2,000

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Up To 12 Months JAIL (Fine To $2,000)	Up To 6 Months JAIL (Fine To $1,000)	Up To 6 Months JAIL (Fine To $1,000)	Up To 6 Months JAIL (Fine To $1,000)
FINE (To $200)	FINE (To $200)	FINE (To $200)	PROBATION DETENTION

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PROBATION DETENTION	PROBATION DETENTION		
5 - 99 YEARS PRISON	5 - 99 YEARS PRISON	5 - 99 YEARS PRISON	

75

69

70

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Lesson 10

GOOD FRIENDS, BAD IDEAS

Purpose: To recognize that good friends can have bad ideas; that breaking the law is generally a bad idea; and to recognize alternatives to breaking the law.

Concepts: Friendship, Status offenses, rational decision making

Materials: Handout "Good or Bad Ideas?"

Objectives:
1. Be able to differentiate between legal and illegal activities
2. Be able to offer legal alternatives to illegal suggestions
3. Be able to list possible consequences of both.

Activities

1. Introduction

   A. "Today we're going to make some decisions about some situations that could really happen. First, I'm going to read the four situations out loud to you. Then, we're going to break into small groups to discuss how they might be handled.

   B. Show Transparencies A-D and read situations on Handout aloud. Answer questions but do not discuss at this time.

2. Small Group Activity

   Distribute handouts to students. Put them into groups of 4-6 students to discuss. Ask them to pick a "reporter" for their group to report back to the whole class.

3. Large Group (Feedback)

   Have group reports

4. Teacher Led Summary Activity

   A. "Each of these situations was an example of how a good friend can sometimes have a bad idea."

   "Can you think of a time when something like this has happened to you?" (Some students may be willing to share. If not, teacher may think of examples from own experience to share.)

   "What did you do about it?"

   B. "All of the situations involved breaking the law in some way. Two situations would be status offenses, cases when it was only against the law because the people involved were under 17. Which situations were status offenses?" (Situation B - Runaway; Situation C - Truancy) "Two of the

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situations would actually be misdemeanor crimes. Which situations would be crimes? (Situations A and D were Class B Misdemeanors.)

Evaluation

Write a story or draw a cartoon sequence about a friend suggesting an illegal activity. Tell or show what happens to both people in the long run. Your story may have either a happy ending or an unhappy ending.

Follow-Up

Students may want to role-play one or more of the situations or may want to role-play another situation from their own experience (or imagination) which would depict the "good friend, bad idea" concept.

LESSON 10 - HANDOUT - "GOOD OR BAD IDEAS"

SITUATION A

You are in a shopping center with one of your best friends. The two of you have been looking at tapes and records. The store is very busy and no clerk is around to help. Your friend winks at you then shows you two tapes in her jacket pocket. Now she's motioning you to do the same.

Would that be a good idea?
Why or why not?

SITUATION B

Your best friend just had a big argument with his parents. He tells you that he plans to leave home tonight and asks you to go with him. He has already paid for two bus tickets to New Orleans.

Would that be a good idea?
Why or why not?

SITUATION C

While waiting for a school bus, a neighborhood friend drives up and asks you to cut school and go to the beach with him. One of your other friends hops in the car.

Would that be a good idea?
Why or why not?

SITUATION D

A group of your friends have been trying to figure out a way to buy a go-cart. Someone suggests washing cars. Another friend says he knows of a place that will pay $5.00 a piece for hub caps and suggests picking them off old cars.

Would that be a good idea?
Why or why not?

Situation A

74

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Situation B

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Situation C

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Situation D

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Lesson 11

IDEAS AND CONSEQUENCES

Purpose: To recognize that everyone is responsible for his/her own behavior as well as the consequences of that behavior

Concepts: Alternatives, positive and negative consequences, responsibility

Materials: Lesson 11 Situation Sheet (Class set of handouts)
Lesson 11 Direction Sheet (Class set of handouts)
Transparencies A-D

Objectives: Given hypothetical situations, students will recognize:

1. Ideas carrying possible negative consequences
2. Ideas preventing possible negative consequences
3. Ideas involving criminal acts
4. That people are responsible for the consequences of their decisions.

Activities

1. Introduction - (Part I of Direction Sheet)

   A. Tell students they will be working in small groups to analyze decisions and their consequences.

   B. Hand out one Situation Sheet and one Direction Sheet to each student.

   C. Put students in groups of 4-6 children.

   D. Show Transparency A and "walk through" Part I of Direction Sheet for Situation A with them. Allow time for groups to complete Part I for Situation A.

   E. Show Transparency B and "walk through" Part I for Situation B. Allow time for groups to work on Part I for Situation B.

   F. Show Transparency C and "walk through" Part I for Situation C. Allow groups time to work on Part I of Situation C.

   G. Show Transparency D and help students decide on possible alternatives for Sandra. (Examples: Go along with suggestions, say "no", suggest something else, etc.) Help them list possible consequences for their suggested alternatives. Allow time for groups to work on Part I for Situation D.

2. Large Group Discussion - (Part II of Direction Sheet)

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A. Go over questions in Part II of Direction Sheet. Help students to recognize that the person who makes the decision is responsible for the consequences of the decision.

B. Allow time for small groups to get back together to complete Part I if they need more time.

3. Large Group Feedback (Teacher Directed)

Compare responses in large group discussion.

Evaluation

Ask each student to list or illustrate two personal decisions they are proud of making with reasons for their pride depicted as desirable consequences.

Lesson 11

SITUATION SHEET

SITUATION A

Tom and Jerry are browsing in a shop at Astroworld. Tom slips some key rings in his pocket and slips a few to Jerry.

Alternatives	Possible Consequences to Jerry
1. Jerry puts them back on counter.	
2. Jerry puts them in his pocket.	
3. Other:	

Situation B

Gail and Linda are eager to be teenagers and many people think they already are. Some neighborhood boys have suggested they all meet in the park at midnight tonight. Gail says she'll sneak out of the house if Linda will.

Alternatives	Possible Consequences to Linda
1. Linda says "O.K."	
2. Linda says "Not tonight"	
3. Other:	

SITUATION C

Tanya and Willie are in the parking lot of a U-Totem when they notice a delivery van door open. Inside the van are stacks of cameras. No one is around so Tanya says, "Come on, stupid, let's each take one."

Alternatives	Possible Consequences to Willie
1. Willie says, "No, forget it."	
2. Willie puts one under his jacket.	
Other:	

SITUATION D

Gary and Sandra want to go to a rock concert next month but don't have money for tickets. Gary suggests they form a baby-sitting service and advertise by putting a note on a supermarket bulletin board.

Alternatives	Possible Consequences to Sandra
1.	
2.	
3.	

Situation A

Situation B

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Situation C

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Situation D

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Lesson 11

DIRECTION SHEET

Part I Determining Consequences
(Write on the Situation Sheet)

For each situation:

A. List the possible consequences of alternatives given.

B. List possible alternatives for blank boxes or boxes marked "Other."

C. Circle the alternative your group likes best.

D. Put the letter "C" to the left of any alternative which is a criminal act.

E. Underline the consequence your group considers least desirable for each situation.

Part II Determining Responsibility
(Write on this sheet)

A. If Jerry decides to go along with Tom's suggestions to take the key rings, who is responsible for Jerry's decision?

Who then is responsible for the consequences of this decision?

B. Who would be responsible for the least desirable consequences underlined in Situation B?

C. Who would be responsible for the least desirable consequences underlined in Situation C?

D. Which of the situations involved the most serious decision? Why?

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Lesson 12

THE STORY OF WILLIE
(Taken Into Custody)

Purpose: To become familiar with the initial stages of criminal procedure as it applies to juveniles

Concepts: Juvenile, Miranda warning, offense report, suspect, taken into custody

Materials: Transparencies 1-6 (Lesson 12)
Handouts:
- Offense Report
- Miranda Warning (may be used as transparency)
- Burglary of Vehicle (may be used as a transparency)
- Evaluation Exercise

Objectives:
1. To recognize the meaning of the concepts listed above
2. To be able to arrange a sequence of events that happened in a juvenile case

Activity One

Teacher Introduction

"Remember the situation in the last lesson involving Willie and Tanya? Today we're going to explore what might have happened if Willie had decided to go along with Tanya's suggestion to take a camera from the delivery van."

Activity Two

The Story of Willie
(Transparencies and Discussion)

A. Show Transparency #1 (Willie and Tanya at back of van)

"Just as Willie was taking a camera, the van driver came out of the U-Totem and saw him. Willie started running and the driver started running after him."

B. Show Transparency #2 (Willie, Driver, Police Car)

"A neighborhood police car spotted the chase and pulled up beside them yelling, 'Stop.' When Willie saw the police car, he knew he was in real trouble and he was."

Ask, "What do you think Willie was thinking when he saw the police car?"

C. Show Transparency #3 (At U-Totem - Willie in car, others outside store)

"The officer brought Willie and the driver back to the U-Totem. He put Willie in the back of the patrol car then started asking the store manager

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and the van driver questions. The only thing he asked Willie was his name, his age, and his address. The officer did a lot of writing on some papers on a clipboard. Then, the officer got into the car and started driving with Willie locked in the back seat."

Ask, "What do you think Willie was thinking as he sat in the back of the police car? How do you think he felt? What do you think will happen to him now?"

D. Show Transparency #4 (Juvenile Division, Juvenile Officer at desk, Willie and Patrol Officer)

1. Say, "The patrol officer drove downtown to the Police Station and took Willie upstairs to the Juvenile Division. The patrol officer handed some papers to the juvenile officer behind the desk. The papers looked like this..."

2. Distribute copies of "Offense Report". "This is called an offense report. What offense is reported on this particular form? (Burglary of a vehicle) Who is listed as the 'complainant?' (Moses, the van driver) Who is listed as the 'suspect'? (Willie)

3. Say, "The man behind the desk is a juvenile officer. He has the job of handling people who are 10 years old or older, but not as old as 17. Anyone between 10-17 is considered to be a juvenile. Juveniles are legally responsible for their actions but are not handled the same way by the police as are people 17 or older. If Willie had been 17, he would have been taken to jail. Juveniles are taken to the juvenile division of the police station and then sometimes to a detention facility which is a little like a jail for juveniles.

E. "Miranda Warning" (Show transparency or use handouts)

"The juvenile officer explained that Willie had a right to remain silent (did not have to answer his questions), that anything Willie said could be used against him (if he said anything at all he sure better tell the truth), and that Willie had a right to consult a lawyer. Anyone arrested or taken into custody by the police must be told these things before they can be questioned by the police. Telling a suspect his or her rights is called the "Miranda Warning."

F. "Burglary of Vehicles" (Show transparency or use handouts)

"Next the juvenile officer explained that he had been taken into custody because he was accused of Burglary of a Vehicle. This is a copy of what the Texas Penal Code states about that offense." Ask:

"From what you know about Willie's case, does it seem that this was what Willie did?
"What vehicle did Willie enter?" (van)
"Does it matter if Willie just reached into the van?" (No)
"Did Willie intend to commit a theft? (Yes, take camera)
"How serious is this crime?" (3rd degree felony - pretty serious)

G. Show transparency #5 (Willie on bench alone)

"After the officers questioned Willie, they put Willie in a locked room by himself. There, Willie didn't have anything to do but think. He was beginning to get really scared now."

"After waiting for what seemed like hours and hours.....

H. Show Transparency 6 (Willie on bench, father at door)

"....the door opened and Willie's father came in. His father looked so angry that Willie was not too sure he was glad to see him!"

Ask, "What do you think Willie's father was thinking? How do you think the father felt?"

Tell, "The juvenile officer told them that Willie could go home now but that a copy of the offense report would be sent to the Juvenile Probation Department and that a case worker from Probation would be contacting them later."

Ask, "What do you think will happen to Willie when he gets back home?"

What would you do if Willie were your son?"

Activity III

Role-Playing

Have students role-play what might happen when Willie got home. Perhaps have students work in small groups to plan out a role-play situation. Then have role-playing enactments - Possible roles could be, Willie, Father, Mother, brothers and/or sisters, other family members, neighbors, etc.

Evaluation

Lesson 12 Evaluation Exercise (completion and sequencing).

Follow-Up Activities

Invite someone from the Juvenile Division or the Community Relations Division of the Police Department to visit your class. Ask to see the copy of the "Miranda Warning" which they carry with them.

Suspect = Willie W. Washington Age = 12
3900 Yoakum

HOUSTON POLICE DEPARTMENT — OFFENSE REPORT — PAGE ONE INCIDENT NO N-05611

OFFENSE Burglary of a Vehicle CHANGED TO

LOCATION 1715 Richmond Ave. PREMISES Parking Lot of U'Totem DISTRICT B BEAT UNIT

SEND COPIES TO Juvenile Probation WEATHER

DATE OCCURRED	MO	DAY	YR	DAY WK	TIME	AND/TO	MO	DAY	YR	DAY WK	TIME
	8	16	79	FRI	9:30 A.M.						

COMPLAINANT(S) NO. INVOLVED 1

	RACE	SEX	AGE	PHONES
#1 Joseph Moses				BUS (Kodak) 522-6301
ADDRESS 4545 Driftwood Drive				HOME 683-2162
#2				BUS.
ADDRESS				HOME
#3				BUS.
ADDRESS				HOME

INJURED COMPLAINANT # SUSPECT # OTHER

TRANSPORTED TO BY CONDITION

RECORDS USE ONLY RECEIVED IN RECORDS: DATE TIME BY EMP #

1-Cash Notes	2-Jewelry	3-Clths/Furs	4-Mtr. Veh	5-Off. Eqpt.	6-Photo/Snd	7-Fire Arms	8-H. Goods	9-Cons. Goods	10-Livestock	11-Misc.
					Camera					

OBJECT DESC. CLEARED DATE

VEHICLE/BOAT ☐ STOLEN ☐ RECOVERED ☐ WANTED ☐ DAMAGED ☐ BMV OR THEFT FROM ☐ IN CUSTODY ☐ TOWED

MAKE MODEL YEAR BODY STYLE COLOR(S)

VIN/HULL # LICENSE STATE YEAR MO TYPE NUMBER

LOCATION STORED PHONE DATE RECOVERED VALUE

BOAT REG # HULL MAT. LENGTH PROPULSION

BOAT REG STATE MISC. DESCRIPTION INSURED BY

GUNS & ARTICLES ☐ STOLEN ☐ LOST ☐ FOUND ☐ DAMAGED ☐ EVIDENCE LOCATION PROPERTY TAGGED

TYPE, MAKE & MODEL (SECURITIES INCLUDE ISSUER, DENOM., MATURITY DATE, OWNER, SS# & ISSUE DATE)	SERIAL/OAN NO.	CAL/GA	MISC. DESCRIPTION	VALUE	DATE RECOVERED

ENTRY (IF BURG.) Back of Van INSTRUMENT USED None

EXIT Same

DETAILS OF OFFENSE (BRIEF DESCRIPTION) Officer reported to scene following radio report of burglary. Suspect was seen running west on Richmond Ave. Suspect was taken into custody and delivered to Juvenile Division. Suspect had been in possession of camera box containing heavy object. Moses reported witnessing suspect take camera from back of his van.

OFFICER(S) MAKING REPORT D. N. LANGSTON EMP # 32378 SHIFT AM DATE & TIME CALL RECEIVED 9:30 AM 8/16/79

EMP # SHIFT DATE & TIME REPORT MADE

FORM NO. REC-0006 EDTD CHNGD INDXD BLTN PNCHD

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Handout

"MIRANDA WARNING"

(For Lesson 12)

1. You have a right to remain silent

2. Anything you say may be used against you.

3. You have a right to an attorney.

4. If you cannot afford to pay an attorney, you have a right to a public defender.

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Handout

"BURGLARY OF VEHICLES"

(For Lesson 12)

30.04 BURGLARY OF VEHICLES

(a) A person commits an offense if, without the effective consent of the owner, he breaks into or enters a vehicle or any part of a vehicle with intent to commit any felony or theft.

(b) For purposes of this section, "enter" means to intrude

(1) any part of the body; or
(2) any physical object connected with the body.

(c) An offense under this section is a felony of the third degree.

Lesson 12

EVALUTION EXERCISE

Part II. Use the following words or phrases to fill in the blanks:

A. Juvenile
B. Miranda Warning
C. Offense report
D. Suspect
E. Taken into custody

1. Being picked up by the police is called being

_____

2. The written report which is filled out by a police officer is called an

_____

3. People who are at least 10 years old but not yet 17 are considered:

_____

4. To tell someone who has been picked up by the police what his legal rights are is called the

_____

5. Anyone who is picked up by the police because he is thought to have committed a crime is called a

_____

Part II. Sequence the following events into what came first and so on in the story of Willie:

_____ witnesses are questioned

_____ juvenile suspect is released to parent

_____ crime is committed

_____ Juvenile is taken into custody

_____ Juvenile is taken to police station

_____ Juvenile is placed in a waiting area

_____ Parents are contacted

_____ Juvenile is told his or her rights

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Transparency 2

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Transparency 4

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Transparency 5

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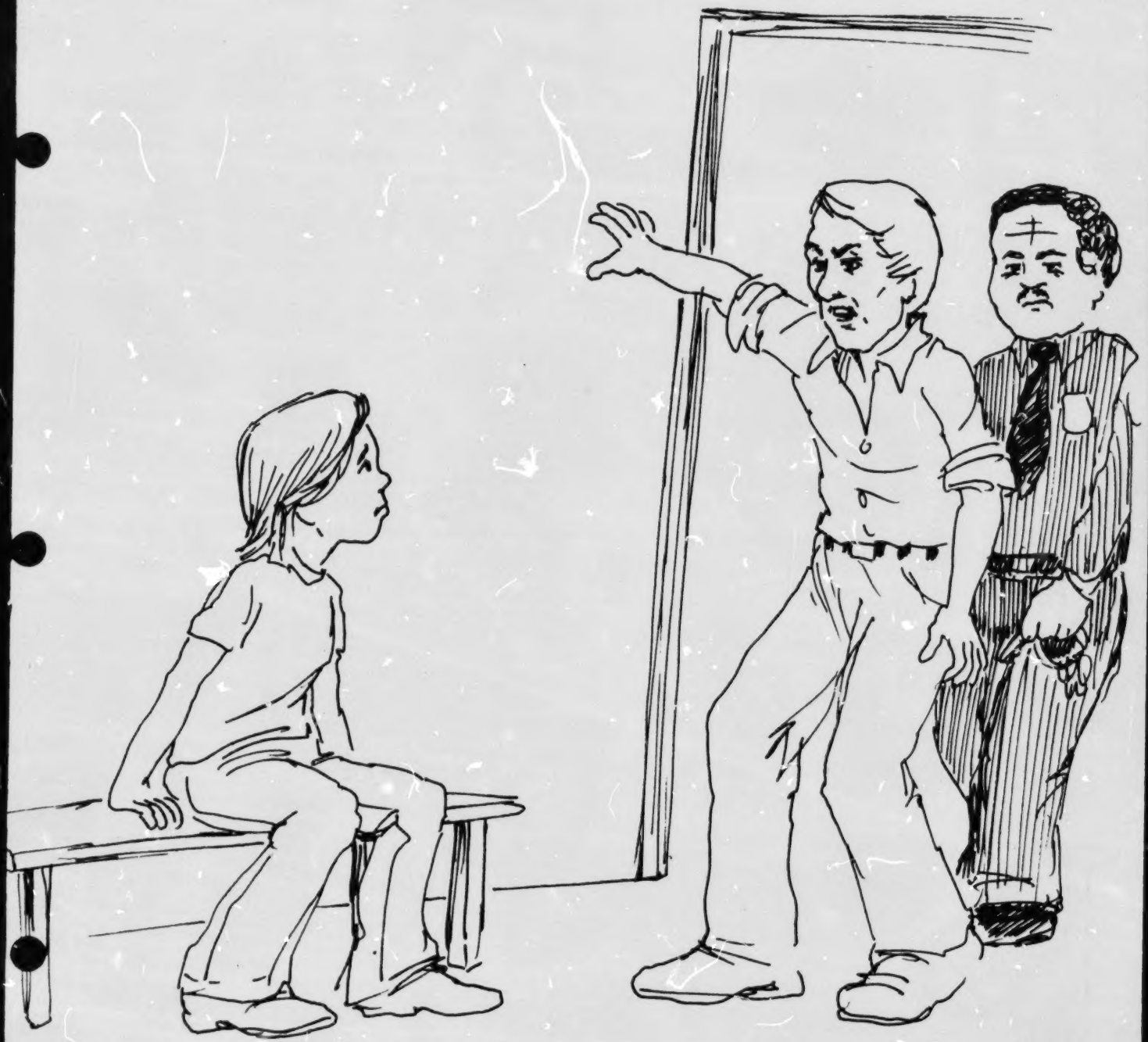
Transparency 6



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Lesson 13

WILLIE VISITS HIS CASE WORKERS AT PROBATION

Purpose: To become familiar with the probation department stages of the juvenile justice procedure

Concepts: Detention building, probation department, case workers, delinquent conduct, petition, court hearing, evidence, Texas Youth Council institution, probation

Materials: Handout - Willie Visits His Case Worker (A Play)

Objectives:

1. Students will act out a simulated probation department conference.
2. Students will be able to match ten terms related to the juvenile justice procedure with appropriate definitions for these terms.

Activities

I. Introduction

Tell students that the lesson today consists of a play about what happened to Willie. They will work in groups of 4-5 to practice the play. (There are 4 characters in the play. For groups of 5, assign one student to be the "director".)

II. Practicing the Play

A. Distribute copies of the script to each child.

B. Divide children into groups.

C. Supervise play "readings." Encourage the "directors" to coach the actors on how to make the reading more dramatic and/or realistic.

III. Play Presentation

A. Pick one group to present the play to the rest of the class.

B. Pick a second group.

C. If time permits, allow more groups to present.

IV. Summarize (Debrief)

Ask, "Do you think this is what really might happen to Willie?"
"How might we find out?"

Evaluation

Evaluation Exercise

Follow-Up

Invite someone from the Juvenile Probation Department to visit your class.

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WILLIE VISITS HIS CASE WORKER

(A Play)

Scene I
Willie's Home

Characters: Mr. and Mrs. Washington

Mrs. Washington: "Look, here's a letter from a Mrs. Jones at the Probation Department. It asks us to report to her office next Thursday at 3:00 p.m.

Mr. Washington: I guess that means we miss work.

Mrs. Washington: I'm sorry, but I don't want to go without you.

Scene II
Outside Probation Department

Willie: Mother, what do those signs mean that say "Detention Hearings"?

Mother They are not for us, thank goodness. They are for children who have been locked up in the juvenile jail. The detention building is right behind the probation department. Let's hope we never have to go there.

Scene III
Inside Probation Department Building

Characters: Willie, Willie's Mother, Willie's Father, Mrs. Jones (the Probation Department Caseworker)

Scene: An office with a desk and four chairs. Mrs. Jones is sitting at the desk. Willie and his parents are just walking in the door.

Mrs. Jones: Good afternoon. You must be the Washingtons and this must be Willie. I'm Mrs. Jones and I'm assigned to be your caseworker.

(Everybody shakes hands and says things like, "Hello, glad to know you," etc.)

Mrs. Jones (To all three) As you know, Willie has been accused of "Engaging in Delinquent Conduct". That is, he is accused of engaging in a behavior that is considered a felony crime in this state and, if he were 17 years or older and if he were found guilty, he could be sentenced to prison for 2-10 years.

Willie: Oh, Mrs. Jones, please don't let that happen to me!
(Mr. Washington puts his arm around Mrs. Washington. Mrs. Washington starts to cry.)

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Mrs. Jones: Now there. That won't happen for several reasons. First, Willie is not 17 years old and he is only accused of the burglary. In the eyes of the law, Willie is "innocent until found guilty" in a court of law. In fact, if you all are willing to abide by some rules we set here, then I see no need for Willie ever to go to court.

Mrs. Washington: (Crying) Is my son considered a juvenile delinquent?

Mrs. Jones: No, I don't consider him that and the law doesn't consider him that. Remember, unless he goes to court, he must be considered innocent under the law. So no one should consider him a juvenile delinquent - at least, not now.

Willie: I don't want to be a juvenile delinquent. I mainly just feel scared I wish there were some way and I could get out of all this.

Mrs. Jones: Well, Willie, I hope you have really learned your lesson and can be trusted not to break the law again. Because I believe in you, I'm going to suggest that you and your parents enter into something called an "Informal Adjustment Contract" for six months. What this means is that if you do not get into any other trouble for a period of six months, then these charges will be dropped. What would you say to that?

Mr. Washington: That sounds almost too good to be true.

Mrs. Washington: There must be a catch to it. What happens if he does get into some kind of trouble in the next six months?

Mrs. Jones: Well, that would mean we'd have to go to court. Our office would prepare a legal paper called a petition which states all the information we have about the crime. Next, all of us would go downtown to the courthouse to have a hearing where a judge (and maybe a jury) would listen to all the facts of the case called evidence. If the judge or jury decides that the evidence looks like Willie really did take a camera from the back of the van, then Willie would be declared "delinquent" and the judge would decide what to do about it.

Willie: (Looking very concerned) Oh, Mrs. Jones, what do you think he would decide?

Mrs. Jones: Well, Willie, that depends. The judge might decide to send you to an institution run by the Texas Youth Council, (That's a little like a prison for juveniles and at one time was called a reform school). Or, the judge might decide to send you to some other kind of institution or to a foster home. He might decide to just place you on probation for a year to give you even another chance to show you can follow rules.

Mr. Washington Let me try to get this straight. What you're saying is, if we want to, we can enter into an agreement with you today that Willie will spend the next six months showing he knows how to be a good citizen. And if he does that, then none of us will have to go to court, right?

Mrs. Jones: That's right.

Mrs. Washington: And if he does that, he's still considered "innocent' in the eyes of the law and not a "delinquent" at all?

Mrs. Jones: That's right, Mrs. Washington. The law considers Willie old enough to be responsible for his <u>own</u> behavior but it wants to provide for fair and reasonable treatment of juveniles also. If Willie can prove he knows <u>how</u> to be a good citizen then everything should be O.K. Remember laws are made to help keep a safe environmennt for everyone - you, Willie, and me included!

I guess it's all up to Willie now!

END

Lesson 13

EVALUATION EXERCISE

Use the following words to match with the definitions numbered 1-10.

case worker	Information adjustment period
Delinquent conduct	petition
detention building	probation
evidence	probation department
hearing	Texas Youth Council

_____ 1. a juvenile jail

_____ 2. someone assigned to help individual children stay out of trouble

_____ 3. a community agency created to help individual children stay out of trouble

_____ 4. behavior of a juvenile which violates a penal law considered more serious than a Class C Misdemeanor

_____ 5. a legal paper stating all information available on a person accused of delinquent conduct.

_____ 6. a formal meeting before a judge (similar to a trial)

_____ 7. the facts of a case; any "proof" presented during a court hearing

_____ 8. a state prison for juveniles; a "reform school" type of institution

_____ 9. a situation of being under the formal supervision of a government agency while living out in the community; following certain court rules for a one year period

_____ 10. a six month period of informal supervision with a counselor; a chance to prove the ability to be a good citizen without having to go to court

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Lesson 14

CITIZEN WILLIE

Purpose: To help students recognize some specific behaviors which demonstrate responsible citizenship and to recognize the breadth of behaviors indicating good citizenship.

Concepts:
Personal responsibility
Social responsibility
Economic responsibility
Political responsibility

Materials:
1. Role Card Sheet (one for each student)
2. Behavior Chart Handout (one for each student)
3. Willie's Citizenship Record (one for each student)

Objectives: Students will list at least one way a person might demonstrate each of the following:

(a) personal responsibility; (b) social responsibility; (c) economic responsibility; (d) political responsibility

Activities

Introduction

1. From our last lesson, do you remember what Willie was to do? (Hopefully, some of the students will remember that he was to go back home to show that he could be a good citizen.)

2. "When Willie got home, he wasn't quite sure what he could do. So he went out into his neighborhood and asked his neighbors for suggestions. He asked, "What are some things I can do to prove that I know how to be a good citizen?"

   What do you think his neighbors might have told him? (List student ideas on board.)

Group Work

1. Distribute Role Card Sheet. Explain to students that this Handout tells what four of Willie's neighbors told him about citizenship. Assign them to small groups.

2. Direct students to role-play Mr. Ho, Ms. Reyes, Mr. Marshall, and Ms. Benner by each reading one of the "roles."

3. Hand out copies of "Willie's Citizenship Record" to each student. Direct groups to discuss each item on the list to try to decide whether the behavior would be considered a Personal, Social, Economic, or Political Responsibility.

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Individual Work

Distribute copies of the Behavior Chart (one for each student). Direct them to list some of the specific behaviors that they personally do or might do to show they know how to be responsible citizens. (Each student should write at least one behavior in each of the four boxes of the chart.) (This activity may also be done in a small group if desired.)

Feedback and Summary:

1. Section the chalkboard into four columns - Personal, Social, Economic, and Political.

2. Ask students to share some of the suggestions from their Behavior Charts.

Evaluation

Charts should serve as evaluation of objective.

Follow Up Activity:

Suggest that students interview their own neighbors for suggestions regarding demonstrating good citizenship. Keep a class data retrieval chart of their collected responses.

Note: KEY for Willie's Citizenship Record

1. Economic
2. Social
3. Economic
4. Political
5. Personal
6. Social
7. Personal
8. Political
9. Political
10. Personal
11. Social
12. Economic

Lesson 14

ROLE CARDS

Mr. Ho — A good citizen takes pride in himself - he or she takes care of his or her own body, health, clothes, and anything they might own. A good citizen demonstrates personal responsibility which shows you know how to care for yourself.

Ms. Reyes — A good citizen is concerned about other people - he or she is a good neighbor, gets along with other people, treats people with kindness and respects other people's rights. A good citizen demonstrates social responsibility which shows you know how to care for other people.

Mr. Marshall — A good citizen is a good worker - he or she is dependable and fair, is honest and expects others to be honest, uses good judgment about spending money and does not waste things. A good citizen demonstrates economic responsibility which shows you know how to be fair with goods and services.

Ms. Benner — A good citizen knows what's going on in his or her community, knows who the leaders are, knows what the community needs and finds out what needs to be done about it. A good citizen discusses community concerns with other people and works for candidates for public office. A good citizen demonstrates political responsibility which shows you know how to be active in caring for your community.

WILLIE'S CITIZENSHIP RECORD

Lesson 14

_____ 1. Did a particularly good job when hired to mow a neighbor's lawn.

_____ 2. Introduced a new student around at school.

_____ 3. Was dependably on time to class.

_____ 4. Picked up litter from school playground.

_____ 5. Hung up clothes and made his bed every day.

_____ 6. Loaned some paper to a classmate during class.

_____ 7. Brushed his teeth without being reminded.

_____ 8. Noticed a dangerous hole in the neighborhood so put up a warning sign near it.

_____ 9. Found out the name of the mayor and wrote the mayor about the hole.

_____ 10. Cleaned and oiled his bike.

_____ 11. Did not cut in line at lunch.

_____ 12. Started saving money to buy a camera.

Personal
Social
Economic
Political

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GOOD CITIZENSHIP

BEHAVIOR CHART

Personal Responsibility (Concern and care for self)	Social Responsibility (Concern and care for others)
1.	1.
Economic Responsibility (Fairness with good and services)	**Political Responsibility** (Active concern for community)
1.	1.

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